



Pittsburg High School

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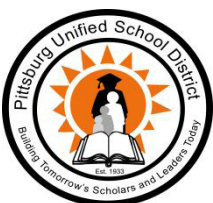
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Grades 9-12
CDS Code 07-61788-0735407

Para español, visita
www.pittsburg.k12.ca.us

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Pittsburg USD

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Principal's Message

The 2017-18 school year continued to capitalize on the hard work and dedication of the Pittsburg High School (PHS) faculty, students and parents. It marked the sixth straight year of record-breaking numbers of senior graduates and students eligible to go to college (we had more than 700 graduates in the class of 2017). We continued our focus on improving the quality of instruction in our "gatekeeper courses" that include English 9 and 10, Algebra I and Geometry, Biology, and World History. During the 2016-17 school year, our teaching and administrative staff continued their work identifying essential standards and creating proficiency scales for the standards deemed essential (this allows teachers to evaluate student mastery of each essential standard based on the proficiency scales, creating unit plans that follow our pacing guides). Many of the departments also continued work updating and/or revising common assessments (those given at the end of each quarter and semester and those that are part of the new California Accountability Model & School Dashboard. We created interim assessments in math and English that will be reported to the state as part of the evaluation of student performance beginning in 2017-18). As a result, we will begin the 2017-18 school year with a clear understanding of the new standards and the order in which they should be taught.

Our primary instructional focus this year is continuing to analyze and evaluate instruction to ensure it aligns with the Common Core State Standards (CCSS). This requires a shift from teaching our students how to memorize information to applying the information they learn. This is requiring our teaching staff to, in some cases, drastically revamp how they prepare their lessons and changing the instructional strategies they have traditionally used (hence, our schoolwide focus on the use of academic conversations in the classroom to increase student participation and learning). Pittsburg High School is a unique and diverse school that serves approximately 3,050 students. Pittsburg High School offers a complete complement of Advanced Placement, college preparatory, vocational and fine-arts classes. Our goal is to partner with our parents and community members to meet our students' academic, social and emotional needs.

To support all of our students in reaching their academic potential, PHS has an extensive program of interventions targeted at all grade levels. These interventions include Read 180 intensive reading classes, our Success program (this supports ninth graders who struggled academically in junior high school), English language development (ELD) classes and an after-school tutorial program that is available in every academic area. In addition, the school offers evening school classes for students who need to retake classes because they are credit deficient or need to retake a class to meet A-G eligibility.

Intervention classes are offered mostly after school on Tuesday and Thursday. PHS emphasizes student literacy in the use of computers and computer systems. We have more than 800 student laptops and desktops available for use during the school day. We offer classes such as web design and computer graphics and computer programming.

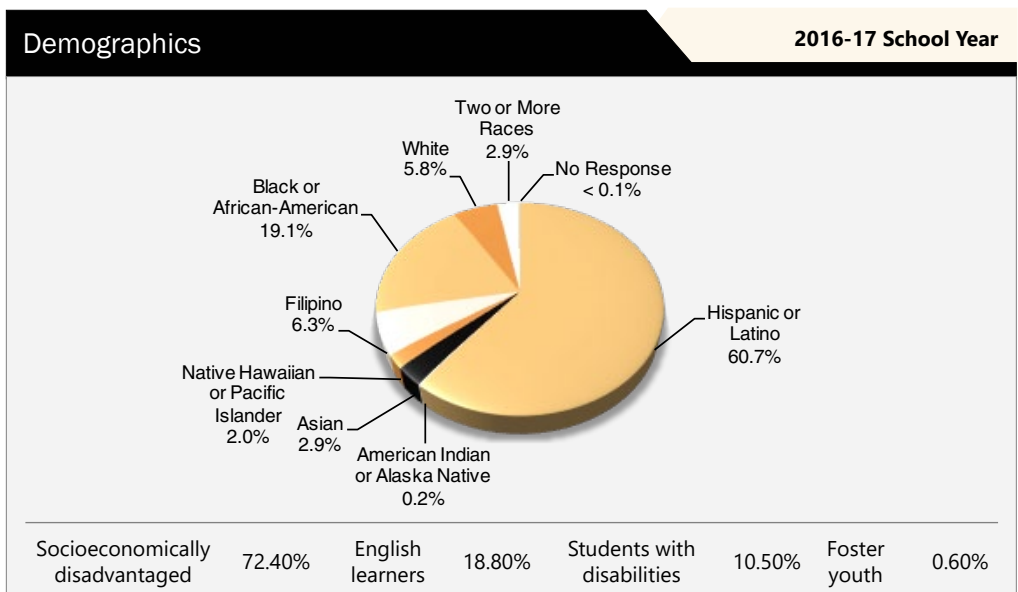
The goals for the 2017-18 school year continue to be improving instruction that leads to improved student performance, increased parent involvement, and creating a school culture where all students are supported to achieve academic and emotional success.

School Mission Statement

It is our mission to inspire and ensure our students achieve academic excellence. We believe the cultural diversity of our community is our greatest asset. Students should be brought closer together through shared experiences in learning. Our students must reach their fullest potential and become lifelong learners who will contribute positively to the world in which they inherit.

Enrollment by Student Group

The total enrollment at the school was 3,421 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

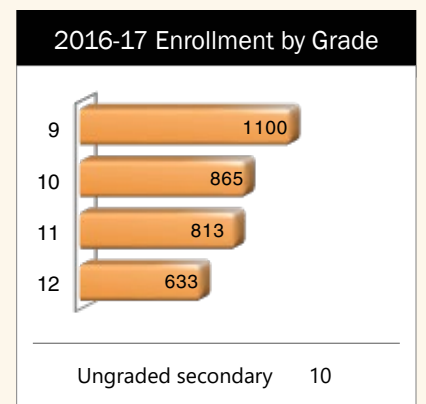
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board

- Mr. De'Shawn Woolridge, president
- Dr. Laura Canciamilla, vice president
- Mr. George Miller, trustee
- Mr. Joseph Arenivar, trustee
- Mr. Duane Smith, trustee

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

5. High-Performing, Accountable Organization

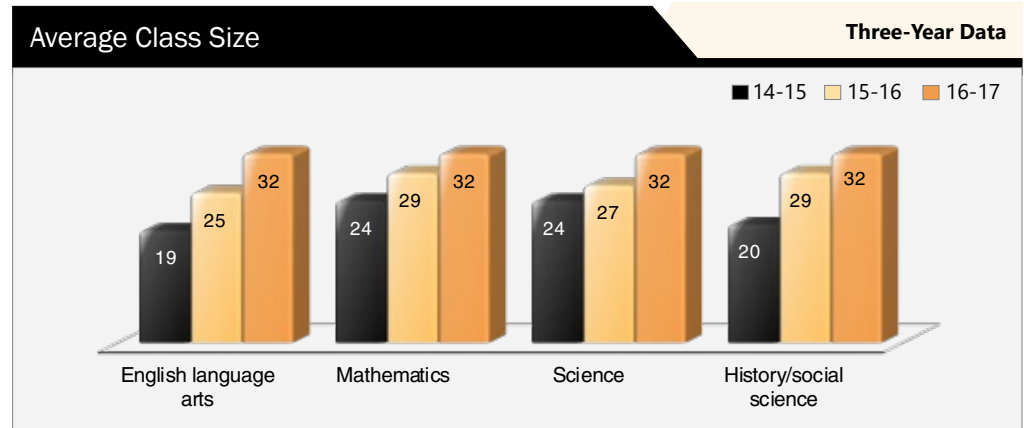
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size **Three-Year Data**

Subject	2014-15			2015-16			2016-17		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	82	43	43	11	69	22	10	58	33
Mathematics	40	27	58	4	47	40	7	71	32
Science	35	24	54	6	69	15	15	63	22
History/social science	47	25	38	1	52	18	12	59	36

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Flexibility
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test **2016-17 School Year**

Percentage of Students Meeting Fitness Standards	Pittsburg HS
	Grade 9
Four of six standards	22.8%
Five of six standards	16.6%
Six of six standards	17.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Pittsburg HS		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	36%	31%	42%	42%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Pittsburg HS		Pittsburg USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	46%	49%	34%	33%	48%	48%
Mathematics	19%	16%	22%	20%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Pittsburg HS	Pittsburg USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		8
Percentage of schools currently in Program Improvement		72.70%

◇ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	799	747	93.49%	49.19%
Male	403	382	94.79%	41.99%
Female	396	365	92.17%	56.75%
Black or African-American	140	128	91.43%	35.94%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	30	29	96.67%	65.52%
Filipino	57	57	100.00%	68.42%
Hispanic or Latino	491	460	93.69%	49.45%
Native Hawaiian or Pacific Islander	17	17	100.00%	41.18%
White	31	27	87.10%	55.56%
Two or more races	32	29	90.63%	48.28%
Socioeconomically disadvantaged	558	517	92.65%	45.93%
English learners	182	167	91.76%	20.61%
Students with disabilities	84	74	88.10%	8.22%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	798	709	88.85%	15.81%
Male	403	365	90.57%	17.96%
Female	395	344	87.09%	13.53%
Black or African-American	140	118	84.29%	7.76%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	30	26	86.67%	34.62%
Filipino	57	57	100.00%	45.61%
Hispanic or Latino	490	438	89.39%	11.70%
Native Hawaiian or Pacific Islander	17	16	94.12%	26.67%
White	31	27	87.10%	33.33%
Two or more races	32	27	84.38%	12.00%
Socioeconomically disadvantaged	556	496	89.21%	12.83%
English learners	182	153	84.07%	1.97%
Students with disabilities	84	62	73.81%	1.64%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2015-16 and 2016-17 School Years	
	Pittsburg HS	
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	98.04%	
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	34.30%	

Career Technical Education Programs

Students often take ROP classes as capstone classes toward the end of their high-school career. Career technical education (CTE) classes are offered to all students, regardless of age and grade level; ROP classes are typically limited to 16 year olds. For example, students may take Drafting, Wood I and Computer Graphics during their ninth- and 10th-grade years and will often take Construction Tech, Architectural Design and Robotics as the capstone classes.

The roles of the academic counselors and CTE and ROP teachers is crucial in terms of monitoring student progress and intervening when students fall behind or begin to struggle. In addition, providing a level of enrichment that is not readily available in the core academic program which would include field trips, guest speakers, collaboration with local industry and businesses, and developing student-run businesses is necessary to capture the interest of our students and, more importantly, allows us to target students who are at risk of not graduating or not being prepared for postsecondary education.

Measurable outcomes include the percentage of students enrolled in these programs who graduate from Pittsburg High, the percentage of these students who enroll and participate in postsecondary education (college, trade schools, apprentice programs, etc.), and local assessments that are designed to evaluate student mastery of the skills and standards inherent in each subject matter curriculum.

The primary representative of the district's Career Technical Advisory Committee is Romeo Simionas.

CTE classes:

- Beginning Woodshop and Advanced Woodshop
- Drafting
- Computer Skills
- Web Design
- Web Development
- Photography and Advanced Photography
- TV/Video Production
- Auto 1

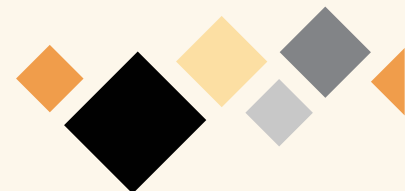
ROP classes:

- Computer Graphics
- Sports Medicine
- Computer Integrated Manufacturing
- Architectural Design
- Robotics
- Art of Video Production
- Auto Technology (Advanced Auto)
- Construction Technology (Advanced Wood)
- Digital Electronics

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Pittsburg HS			
	14-15	15-16	16-17
Suspension rates	7.0%	8.1%	6.9%
Expulsion rates	0.1%	0.0%	0.0%
Pittsburg USD			
	14-15	15-16	16-17
Suspension rates	7.8%	8.0%	7.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Pittsburg HS	
2016-17 Participation	
Number of pupils participating in a CTE program	1,012
Percentage of pupils who completed a CTE program and earned a high school diploma	90%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	15%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2016-17 School Year	
Percentage of total enrollment enrolled in AP courses	19.30%
Number of AP courses offered at the school	16
Number of AP Courses by Subject	
Computer science	0
English	1
Fine and performing arts	0
Foreign language	2
Mathematics	3
Science	5
Social science	5

School Safety

Pittsburg High School has a comprehensive school safety plan, which was reviewed and discussed with school faculty in January 2018. We conduct safety and fire drills in order to prepare students and staff in the event of a disaster. The school safety plan is housed in the principal's office and is also available online. Our safety plan is updated every year in the spring.

All visitors to Pittsburg High School must check in at the attendance office inside the front doors. Our school administration must approve each visitor and a visitor's pass must be obtained in order to attend classes. Violators of this policy are subject to citation and/or removal from campus by our school resource officer (SRO). PHS maintains a large radio net and that all classrooms have telephone and radio communication, and the school has installed a state-of-the-art video surveillance system.

All coaches involved in the athletic program at PHS have been CPR and first-aid certified and trained under the California Interscholastic Federation (CIF) Pursuing Victory with Honor program. Our offices have been outfitted with minor-injury supplies.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2016		
Group	Pittsburg HS	Pittsburg USD	California	
All students	100.00%	100.00%	87.11%	
Black or African-American	100.00%	100.00%	79.19%	
American Indian or Alaska Native	100.00%	100.00%	80.17%	
Asian	100.00%	100.00%	94.42%	
Filipino	100.00%	100.00%	93.76%	
Hispanic or Latino	100.00%	100.00%	84.58%	
Native Hawaiian or Pacific Islander	100.00%	100.00%	86.57%	
White	87.88%	87.18%	90.99%	
Two or more races	100.00%	100.00%	90.59%	
Socioeconomically disadvantaged	100.00%	100.00%	85.45%	
English learners	100.00%	94.07%	55.44%	
Students with disabilities	94.00%	80.88%	63.90%	
Foster youth	◇	◇	◇	

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	13-14	14-15	15-16	13-14	14-15	15-16
Pittsburg HS	83.23%	92.44%	93.48%	13.50%	5.60%	3.80%
Pittsburg USD	75.13%	88.40%	88.83%	19.60%	9.00%	7.50%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
English Language Arts	Prentice Hall (2002); Gold (9); Platinum (10); American Experience (11); The British Tradition(12); ELD: Prentice Hall (2002); National Geographic Learning Edge (2007)	2004
Algebra 1	<i>Common Core Edition Algebra 1</i> , Glencoe/McGraw-Hill	2016
Geometry	<i>Common Core Edition Geometry</i> , Glencoe/McGraw-Hill	2016
Algebra 2	<i>Common Core Edition Algebra 2</i> , Glencoe/McGraw-Hill	2016
Precalculus	<i>Precalculus with Limits: A Graphing Approach</i> , Houghton Mifflin	2008
Calculus	<i>Calculus with Analytic Geometry</i> , Houghton Mifflin	2006
History	<i>Modern World History and The Americans</i> , McDougal Littell (10-11)	2006
American Government	<i>Magruder's American Government</i> , Pearson/Prentice Hall	2006
Economics	<i>Economics: Principles in Action</i> , Pearson/Prentice Hall	2007
World Languages	<i>Espanol</i> , Santillana	2014
World Languages	<i>D'accordi!</i> , Vista Higher Learning	2015
World Languages	<i>Sentieri</i> , Vista Higher Learning	2016
Biology	<i>Biology</i> , McDougal Littell	2007
Chemistry	<i>Chemistry: California</i> , Pearson/Prentice Hall	2007
Physics	<i>Physics: California</i> , Holt, Rinehart and Winston	2007
Anatomy & Physiology	<i>Essentials of Human Anatomy & Physiology</i> (8th Edition), Pearson Benjamin Cummings	2007



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2017-18 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/13/2017

Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs



Parental Involvement

Parents are one of the most important stakeholders we have in our school community. We encourage parents to get involved at Pittsburg High School. There are many opportunities for parents to volunteer their time to improve our campus. Examples of organized parent activities include calling other parents to inform them of school events and activities; volunteering to supervise during dances, sporting events and other school events; mentoring at-risk students; scheduling job and career fairs; holding monthly luncheons for parents with guest speakers; and advocating for parents when they run into problems.

The School Site Council (SSC), English Learner Advisory Committee (ELAC) and the Parent Teacher Student Association (PTSA) meet either monthly or every other month to discuss our current programs; review school data on our academic and safety programs; and make decisions around the site budget, site plan, student activities, school programs, etc. A number of our parents participate in these groups but our goal is to improve parent membership and participation in these groups by 50 percent for the current year.

Outside of these groups, parents are kept informed of school activities in a bilingual parent newsletter, from information posted on the extensive PHS website and by accessing individual teacher web pages through Aeries parent portal, an online partnership. This tool allows parents to access student grades, assignments, future assignments, attendance, and progress toward graduation or transcripts. We regard this as a critical tool in forging a partnership with all of our stakeholders. Last but not least, we have a daily email bulletin blast that is sent out by one of our school secretaries, and computerized messages are sent regularly to our student households via our automated phone-dialer system.

For more information on how to become involved, please contact parent liaisons (parent coordinators) Maria Espinosa and Melanie Moseley at (925) 473-2390, extension 7517 and (925) 473-2390, extension 7519.

“Our goal is to partner with our parents and community members to meet our students’ academic, social and emotional needs.”

School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2017-18 School Year
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	8/8/2017
Date of the most recent completion of the inspection form	8/8/2017

School Facilities

This is our sixth year in our new facility. Pittsburg High School has been completely rebuilt, and we are now in a state-of-the-art high school (we are adding an additional 30 classrooms in a new building effective August 2017). Our new building is a two-story brick building modeled after the original school built in the 1920s. It is outfitted with 104 top-of-the-line classrooms. There are seven brand-new computer labs available, along with more than 20 mobile labs for teachers and students to use. We also have a new library, along with a brand-new gymnasium. In addition, we have a new auto shop and woodshop to continue our focus on vocational education as well as our college-preparatory classes. We have completed construction on new softball and physical education fields, as well as completed an update to the football stadium and track and a new baseball field. We also completed the renovations and modernization projects for our Creative Arts Building, which reopened in the spring of 2012. With the renovation completed, it will continue to serve as a community theater where the arts can flourish. Despite this space, the size of the student body has outgrown the facility, as we currently have many teachers who travel between classes during the day.

To maintain our new campus, we are conducting weekly walkthroughs with the head custodian to check the condition of the new campus. We have a cleaning schedule that was created to maximize cleaning and safety. Any damaged or broken items are reported to maintenance, and a work order is sent in. We also meet regularly with our construction consultants and our district director of facilities to discuss warranty issues and working through the growing pains associated with a new facility.

We have a 13-member custodial staff that maintains the facilities. Three full-time custodians are on-site from early morning to afternoon, and 10 custodians are on duty from afternoon to night. In addition to our SRO and probation officer, we employ eight security personnel to assist in monitoring the safety of the school. At brunch and lunch, PHS is a closed campus.

The North Campus, or original Pittsburg High School, has undergone renovations and currently houses our PLC (Pittsburg Independent Learning Center), as well as offices for various programs, including our independent studies program and ROP.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Pittsburg HS		
Teachers	17-18	15-16	16-17	17-18
With a full credential	490	126	122	136
Without a full credential	46	5	11	18
Teaching outside subject area of competence (with full credential)	6	5	0	2



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2016-17 School Year	
Academic Counselors	
FTE of academic counselors	8.0
Average number of students per academic counselor	440
Support Staff	
Social/behavioral counselor	10.0
Career development counselor	3.0
Library media teacher (librarian)	2.0
Library media services staff (paraprofessional)	1.0
Psychologist	3.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	2.0
Resource specialist (nonteaching)	1.0
Other	FTE
Aide	30.0
Aides (part time)	3.0
Reach	2.0
Intervention	7.0
Lincoln Center - Hope	6.0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Pittsburg HS		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	2	4	1

Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

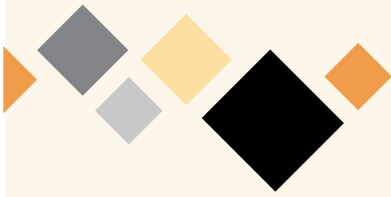
Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Pittsburg HS	3 days	3 days	3 days

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,199
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$6,199
Annual average teacher salary	\$64,998

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expenditure of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2015-16 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$47,416	\$48,522
Midrange teacher salary	\$70,809	\$75,065
Highest teacher salary	\$87,994	\$94,688
Average elementary school principal salary	\$110,585	\$119,876
Average middle school principal salary	\$121,456	\$126,749
Average high school principal salary	\$130,006	\$135,830
Superintendent salary	\$214,349	\$232,390
Teacher salaries: percentage of budget	36%	37%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Pittsburg HS	\$6,199	\$64,998
Pittsburg USD	\$7,811	\$65,723
California	\$6,574	\$77,824
School and district: percentage difference	-20.6%	-1.1%
School and California: percentage difference	-5.7%	-16.5%